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ABSTRACT

This paper describes and evaluates an alternate day-full day kindergarten program. Through the use of Cognitive Abilities Test (CAT) scores and surveys, two kindergarten groups were compared. One group attended school for a half-day daily; the other attended all day on alternate days, but for a comparable length of time. A summary of survey results from parents, kindergarten teachers, and elementary principals is presented. CAT scores turned up non-significant differences between the two groups. Teacher opinion surveys found a relationship between the teacher's attitude towards her all-day program and her students' performance. Opinion surveys from principals, parents, and teachers showed the largest factor for consideration to be the child's maturation level. Large motor and social skills were more easily taught in the alternate day-full day program; art and language skills in a daily program. Considering all variables, it was concluded that the type of program was not the contributing factor for its success. It was concluded that not every child will adjust to an all-day program. Teacher instruction and program, school curriculum, and skill development are factors to be considered before an all-day kindergarten program is adopted by a school system. Appendixed are survey questionnaires and the alternate day-full day kindergarten program daily schedule. (JH)

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WISCONSIN STATE UNIVERSITY

STEVENS POINT

THE DESCRIPTION AND EVALUATION OF THE ALTERNATE DAY-FULL DAY KINDERGARTEN PROGRAM

A RESEARCH PAPER SUBMITTED TO
THE DEPARTMENT OF EDUCATION
IN CANDIDACY FOR THE
MASTER'S DEGREE

BY
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CHAPTER I

Introduction

Kindergarten is a legal part of the primary educational school system in Wisconsin. Some school districts in Wisconsin offer 2 1/2 hours per day, others an all-day kindergarten. Schools offering the 2 1/2 hours per day provide a noon bus to return kindergarten children to their homes. This is an additional expense for the public school system. Children in the all-day program ride to and from school with the older children on the regular bus schedule.

Rhinelander, Wisconsin's public schools were operating on a tight budget when a need arose for an additional kindergarten class. An administrative decision was made to adopt in three elementary schools an alternate day-full day plan for kindergarten to save money by eliminating the additional expense of the noon transportation.

There was considerable interest, discussion, and some controversy expressed by parents, teachers, and administrators around the advantages and disadvantages of half-day programs versus alternate day-full day programs. This discussion and controversy, and the absence of relevant research data in this area of early childhood educa-

tion, prompted the Rhinelander administrator and Annabelle Mouw, mother of a kindergartener involved in the program change, to undertake a limited study and evaluation of the alternate day-full day kindergarten program. (Moncada, 1972)

The Rhinelander public schools conducted a study on alternate day-full day kindergarten programs for the 1975-76 school year. Three of the seven elementary schools were changed from the traditional half-day program to the alternate day-full day program. There was no prior research into this program change before it was adopted by the Rhinelander School District.

Parents, teachers, and principals were asked to complete surveys regarding their observations about kindergarten children in the alternate day-full day program. The letters and surveys sent to parents, teachers, and principals are listed in the appendix. The Cognitive Abilities Test (CAT) was administered at the end of the 1975-76 school year to all the kindergarten classes in the Rhinelander public school system. There are reports from the surveys and test comparison scores listed in Chapter II.

Purpose

My purpose is to describe and evaluate the alternate day-full day kindergarten program in the Rhinelander public elementary schools using present and previous Cognitive Abilities test scores and Surveys.

Definition of Term

Alternate day-full day kindergarten,

The kindergarten child attends school on the same hour schedule as all children in the district but attends Monday, Wednesday, and Friday for the first semester, and Tuesday and Thursday the second semester; or, the child attends Monday, Wednesday, and Friday for the first and third week of each month, and Tuesday and Thursday for the second and fourth week of each month. A second group of children will be attending on alternating days. One teacher will use one room, one set of equipment but have two groups of children attending on alternate days.

The Problem

If a school district has chosen an alternate day-full day plan it should meet all of the standards and qualities of the former program without increasing frustration, jeopardizing quality of education for each child, or failing to meet the standards set by state law. The law will be explained in Chapter II.

Hypotheses

It is unlikely that the alternate day-full day kindergarten program is going to meet the needs of each child, and it is unlikely that the educational quality is going to be equal to the former half-day kindergarten program.

CHAPTER II

Literature and Research

The 1975 Wisconsin State Statutes

The kindergarten standard as stated in 121.02 of the Wisconsin Statutes--(1) In order to be eligible for state aids under s. 121.07, a school district shall meet the following standards under criteria established by the department in compliance with sub.(2).

> (e) It shall operate a five-year-old kindergarten program.

The administrative rule or the criteria for this particular standard is as follows:

> Each school district shall operate a kindergarten program in which all five year old children of the district may be enrolled. The teachers shall be certificated by the Department to teach kindergarten. Physical facilities, equipment and materials shall be provided for a program which includes opportunities for learning basic concepts and skills in language arts, fine arts, social studies, science, mathematics, and physical education. A districts eligibility for aids as contained in the statutes and the administrative rules.

> (h) School shall be held and students shall receive actual instruction for at least 180 days with additional days included as provided in s. 115.01 (10). (s. 121.02 (1) (h), Wis. Stats.)

The administrative rule or the criteria for this particular standard is as follows:

The hours of a regular full school day for each school in the district shall be established by written school board policy. School shall be held and students shall receive actual instruction for the equivalent of at least 180 such regular full school days. School days on which school is not taught as stipulated in section 115.01 (10) (a) and in-service days shall be in addition to the 180 days of actual instruction as herein required.

115.01 Classifications and definitions. In this title:

(10) School day. (a) School days are days on which school is actually taught and the following days on which school is not taught:

1. Labor Day, Thanksgiving, Christmas, New Year's Day and Memorial Day, if within the scheduled school term and not within a scheduled vacation period.
2. Days on which state teachers' conventions are held.
3. Days on which school is closed by order of a health officer.

Literature

Sue Ann Bates, Early Childhood Supervisor, was concerned with the change communities were making toward kindergarten education. School districts were concerned with transportation costs and decided the full day kindergarten was their answer to the noon bussing expense. Her article included the following:

> If a school district has chosen an alternate day-full day plan, it should meet all of the criteria for a "Good Full-Day Program." To help provide continuity it would seem imperative that there be a close relationship between home and school. The parent should be looked upon as a "parent educator" the days the child is not in school. The district is also urged to again evaluate this organizational plan. A "Good Full-Day Program" is listed in the appendix.
>
> To undertake a full-day program for young children the schools must first be willing to undertake steps to create conditions desirable for the child's welfare.

Interviews should be held with parents, teachers and community agencies to discuss the program and seek their opinions and suggestions.

Before a full-day program is adopted, it is vital that an intensive in-service program be held for the present teaching staff in the new methods, procedures, and curriculum needs for a full-day kindergarten.

The school day schould include time for teacher preparation and working with parents. An all-day early childhood program does not necessarily mean all day with children.

Provision must be made for lunch, morning and afternoon snacks. It is desirable for the children to eat in their own room. If children have a long bus ride or do not have a nourishing breakfast, the morning snack should be near the beginning of the day.

Proper time and facilities should be provided for rest. This would mean individual cots and flexible time to meet the needs of the individual child, 30 minutes for some, one hour plus for others.

The educational program should include similar activities as half-day sessions but arranged in larger blocks of time, and in a more relaxed atmosphere. There can be more outdoor activities, field trips, and extended areas of interest.

When parents and teachers involved in an alternate day-full day kindergarten were asked their opinion of this compared to the half-day kindergarten, the following comments were made:

"Effect on the child depends on maturity of child, some are ready for full-day and some are not."

"Many children had difficulty remembering from week to week (especially the two-day class)."

"More work could be done with vocabulary, especially science because there was the whole day to watch results."

"Young children learn much by repetition--this suffers in the irregularity of attendance."

"All-day kindergarten gives more opportunity for outdoor directed play--of value in

teaching children to cooperate."

"It is easier for me to arrange for a baby sitter."

A study on the alternate day-full day schedule versus the half-day in kindergarten was conducted by the Chippewa Falls public schools in 1963. Following this study the organizational pattern was changed to half-day kindergarten sessions. (Bates, 1969)

The alternate day-full day study conducted by the Minnesota Department of Education in 1972 concluded with this summary:

> Two groups of kindergarten children attending school for equal amounts of time but under different attendance patterns were compared. One group had a daily school experience and the other group attended school on an intermittent basis but for a comparable length of time. The children were given individual tests which were selected to evaluate some pre-academic skills in reading and in mathematics; they were also given a series of questions from a preschool inventory that would evaluate broader socializing experiences from the kindergarten programs.
>
> The two groups were similar on the measure of broad readiness experiences and they were dissimilar on two of the pre-academic skill measures. Children who attended school daily were better able to name the sounds of the letters of the alphabet and to name the numerals from one to nine. There were non-significant differences between the two groups which showed slightly better performance on all measures for the daily attendance group. (Moncada, 1972)

Karen May teaches kindergarten in Milan, Ohio and she prefers the alternate day-full day kindergarten program because it provided her with five extra hours each week. Time that she felt was very important for pure teaching and learning.

"I know that in the "old days", before all-day kindergarten, I always had the feeling I was in a race with

the clock. Just as I was getting somewhere with a child, the session would end. And then, of course, I'd have to start all over again the next day." (May, 1974)

Using Karen May's theory of hours in attendance the 1975-76 alternate day-full day kindergarten program had children attending school for 91 days or 546 hours. The other group of children in the regular half-day program attended school 180 days or 450 hours. Students in the alternate day-full day program had more minutes in school.

CHAPTER III

Opinion Survey

Parents, kindergarten teachers, and elementary principals provide a valuable contribution to this evaluation study of alternate day-full day kindergarten programs.

Parents of kindergarten children are in a position to observe their children's reaction to participation in this type of scheduling by responding to survey questions concerning the physical, social, emotional and instructional needs of their children. (Moncada, 1972)

Kindergarten teachers are in direct contact with kindergarten children six hours each day the class meets in this type of scheduling. Their observations are extremely valuable and valid when discussing the advantages and disadvantages of this alternate day scheduling.

Elementary principals are in a position to observe student participation in this program, noting advantages and disadvantages; as well as interacting with kindergarten teachers and parents relative to their reactions to this type of kindergarten scheduling. (Moncada, 1972)

A summary of the survey results will be identified for each group surveyed: parents, kindergarten teachers, and elementary principals. Survey forms used are identified in the appendix. They were copied from the survey form

used in the Minnesota evaluation of their alternate day-full day program 1972. A stamped, self-addressed envelope was included with each survey form to facilitate a convenient response for survey participants.

1. Parent Survey

Ninety-one parents with children in the alternate day-full day kindergarten program were considered for this part of the survey. All ninety-one parents of alternate day-full day kindergarten programs were sent a survey form. Eighty-two completed surveys (90.1%) were returned. Summarized parent survey results included:

I. Physical Needs of the Child

A. Rest

Was rest a problem for your child with the alternate day-full day schedule?

Actual Parent Responses:

48 my child had no problem.

3 my child needed a longer nap at school.

3 my child felt the nap was too long.

14 my child needed extra rest on the non-school days.

12 day was too long all year.

12 day was too long in the fall.

2 my child fell asleep on the bus.

5 other: Bored on days off
Very irritable
Too long of bus ride
Exhausted after all day
Extra tired in fall

B. Meals

Did the noon lunch program create any difficulties for your child?

11 yes (Please identify problem) 68 no

Didn't want to go to school
Brought cold lunch
Ate very little
Didn't like to eat at noon

II. Social Needs of the Child

Did your child make friends in the classroom?

78 my child seemed to feel a part of the kindergarten group.

11 my child had a few friends who lived nearby.

2 my child did not seem to make many friends.

III. Emotional Needs

How did your child adjust to the varied school attendance pattern?

45 my child adjusted easily.

29 my child wanted to go to school every day.

1 my child did not want to leave home.

22 my child adjusted better as the year progressed.

8 other: Didn't adjust
Didn't want to go to school
Lonely, confused child
Feeling of routine lacking

IV. Instructional Needs

Did your child experience difficult learning because of the scheduling?

63 my child seemed to have no trouble.

6 my child seemed to forget.

14 my child seemed to have difficulty in some kinds of learnings but not others.

3 other: My child was shy
Didn't retain material

Did you experience difficulties with the kindergarten schedule?

51 we had no problem

5 we had trouble with babysitters.

8 we had difficulty remembering the schedule.

34 we liked the schedule.

17 we didn't like the schedule.

3 other: Bored on days off
Prevented me from getting a job
Trouble making appointments

V. Did any other children in your family attend half-day, daily kindergarten sessions in previous years?

49 yes 33 no

If answered yes, which program do you prefer?

29 half-day daily 22 alternate day-full day

other: Full day every day
Which ever is educationally sound for all.

2. Kindergarten Teacher Survey

Survey questionnaires were sent to the three kindergarten teachers participating in the alternate day-full day program. There survey results included:

A. Philosophy of kindergarten education to provide:

3 Socializing experiences - play

3 Preacademic experiences - reading, math

(All teachers marked both choices indicating a combination of the above experiences)

B. Kindergarten Equipment

Kindergarten teachers indicated they have available equipment and materials considered necessary to operate a program.

C. Class Size

Number of Students		Number of Students	
6 boys	8 girls	____ boys	____ girls
13 boys	11 girls	11 boys	10 girls
18 boys	15 girls	____ boys	____ girls

Some of the parents had decided to transfer their children from this alternate day-full day program to the traditional half-day kindergarten.

D. Educational activities (9)

Educational activities identified in the alternate day-full day kindergarten program appeared to be similar to activities common in half-day daily programs.

E. How long are children in school?

6 Hours per day ____ Days per week

2 days one week and 3 days the next week and it continues to alternate

F. Advantages of alternate day-full day scheduling

1. Children can participate in more of the total school program.

2. Children are better prepared for first grade work habits.

G. Disadvantages of alternate day-full day scheduling

There was no consensus of opinions to the disadvantages of this type of schedule among the three kindergarten teachers.

H. Included are comments the teachers felt were appropriate:

Math, reading readiness and science completed as before. The areas that proved more difficult were the social studies and art--particularly the specific holidays and extra topics like

pollution, circus, farms. Only so much material could be presented and hold interest of children at one session. Motivation was needed more often to hold the attention of the group.

The greatest disadvantage to the alternate day-full day kindergarten program is the lack of continuity. Children learn through repetition.

More hours in the day--less time spent on routine activities; such as roll call, pledge, bathroom, and hanging up coat.

I can use the playtime to work more with individual children. When new children enter I can place them in the smaller group and I am not forced by bus routes to include them in over-crowded groups.

3. Elementary Principal Survey
Survey questionnaire

Survey questionnaires were given to the two elementary principals participating in the alternate day-full day program. There survey results included:

A. The major reason for adopting an alternate day-full day kindergarten program was the savings on noon transportation costs and avoiding related transportation problems.

B. The major advantages identified by elementary principals were: fewer bus rides, more time in school, children will be set for full-day first grade, and children are use to the school lunch program.

C. The major disadvantages identified were that the school day was too long for kindergarten children, particularly in the fall and they had a difficult time adjusting their sleeping pattern to fit the changing schedule. Other identified disadvantages included; lack of program continuity; some children, teachers, and parents have problems adjusting to all day sessions when they have been use to half days.

D. Parent reaction to alternate day-full day programs

Both principals indicated that parent reaction was generally favorable in their elementary schools.

D. Parent reaction (cont.)

Those parents against the alternate day-full day program disliked it mainly because the change was made after school had started in the fall and the parents were not advised of a future change in the programming.

E. Kindergarten teacher reactions to alternate day-full day programs

1. It was difficult for a kindergarten teacher to change her teaching format from one type of program to a different one, because the success of her program depended on daily reinforcement.

2. There were no great disadvantages to the second kindergarten teacher because the teacher had never taught a half-day kindergarten program.

3. The third teacher thought it was great!

F. Financial savings to school districts from elimination of noon transportation routes

Cost to transport Newbold Kindergarten $13.40 per student times 91 students participating in the alternate day-full day kindergarten program.

At Newbold the average mileage equalled 42 miles

With 1 hour 35 minutes to transport students

This route is considered a secondary route so there is an additional $5.00 base plus 20¢ a mile.

Kindergarten Group Test Scores Comparison, 1974-75 and 1975-76

There were seven of the elementary public schools participating in the Cognitive Abilities testing for the 1974-75 and 1975-76 school years. Group test scores are compared of kindergarten students who attended half-day sessions and kindergarten students who attended alternate day-full day sessions.

The Cognitive Abilities Test, Primary I/Form 1 is designed to be used in the last half of kindergarten. The test was administered to kindergarten students in March 1975 and March 1976.

It is a group test using pictorial materials and oral instructions. There are four short subtests: oral vocabulary, relational concepts, multi-mental ("one that doesn't belong"), and quantitative concepts.

The test provides information on the development of generalized thinking skills that the young child needs if he is to act effectively in situations in which events must be organized or structured in some way. The specific areas of cognitive skills measured by the test are:

1. The ability to label or name objects or actions to identify objects when given their use.
2. The ability to identify size, position and quantity.
3. The ability to see relationships and to categorize or classify objects.
4. The ability to deal with quantitative relationships and concepts.

In each of the four subtests, the primary aim of the authors has been to include tasks that (1) are based on content that children of this age group are likely to have experienced; (2) require the children to use familiar content in a new way; (3) yield reliable assessments of cognitive development for children at different stages of development; and (4) are of interest to children with various backgrounds. (Thorndike, 1968)

Since experience has shown that children in kindergarten and first grade have difficulty in working along on their own, the items on the test are given one at a time with pacing and separate instructions. The test administrator reads each item to the children, allowing enough time for all children to try each item. The Cognitive Abilities is a power test, not a speed test. By administering the test item-by-item, the instructions for the task are reinforced; each child can be kept working; better control of the testing situation can be maintained; and the pace can be more readily adapted to the characteristics of the children being tested. (Thorndike, 1968)

Children who score high on the CAT have probably reached a level of cognitive development which will enable them to undertake successfully a formal program of reading instruction. Children who score low need instruction focused on the development of vocabulary, relational concepts, and general reasongin skills which are the precursors to formal reading. There are a number of variables that can

influence the test score of an individual student, some of these include:

1. Student's home environment
2. Student's native intelligence
3. Social economic status of parents
4. Teacher training and experience
5. Testing procedures (understanding of instructions, student attention span, weather outside.)
6. Student attendance patterns (rate of absences)

Recognizing that the above test variables can influence student test scores, the following comparative test scores are reported as an added dimension of this study. (Thorndike, 1968; Moncada, 1972)

Table 1

Cognitive Abilities Test	C-W	NB	PL	PL
Date Administered---------	3-75	3-75	3-75	3-75
Number of Students Tested-	15	32	24	27
Range of Scores----------	43-69	46-67	37-68	30-66
Number Below Average------	1	0	3	3
Number Above Average------	12	32	2]	22
Number At Average---------	2	0	0	2

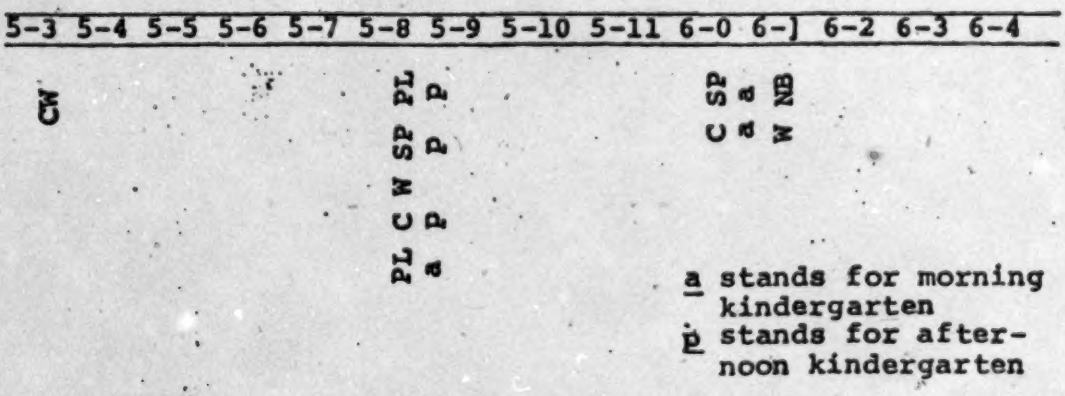
Cognitive Abilities Test	C-W	NB	PL	PL
Date Administered---------	3-76	3-76	3-76	3-76
Number of Students Tested-	14	32	24	2]
Range of Scores----------	44-71	44-71	36-63	32-64
Number Below Average------	0	0	1	4
Number Above Average------	12	30	22	15
Number At Average---------	2	2	]	2

Summary Statement

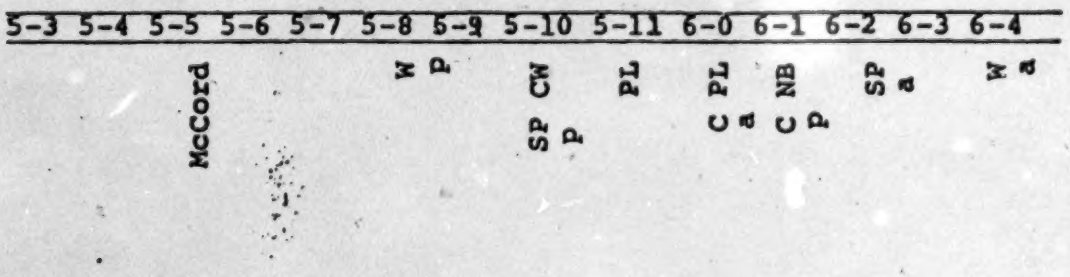
The comparative test score differences between 1975 and 1976 scores, gains or losses at any level, cannot be solely attributed to the kindergarten attendance pattern implemented, half-day daily or alternate day-full day. However, type of program scheduling may be a variable that influences a student's performance on the identified test just as the other six identified variables may influence an individual's test performance. (Moncada, 1972)

Table 2

Cronological Age Mean Sccres
1975



Cronological Age Mean Scores
1976



The kindergarten students ranged in age from five-years, three months in 1975 to six-years, four months in

1976. The older students attended the half-day daily kindergarten program. Pine Lake(PL), Newbold (N), and Cassian Woodboro (CW) were the three schools participating in the alternate day-full day program. McCord, West (W), Central (C), and South Park (SP) were the four schools from the Rhinelander area using the half-day daily program.

The younger students attending the alternate day-full day kindergarten program were from the Cassian Woodboro elementary school. The Cassian Woodboro school is located twenty miles from Rhinelander. It is a very rural community, and the school has has very small enrollments in kindergarten. The school system has used the alternate day-full day kindergarten program for five years, because noon bussing for this area is financially too expersive per child. The students attend school using the Monday, Wednesday, Friday one week, next week Tuesday and Thursday program plan.

Table 3

CAT Mean Raw Scores

1975

47	48	49	50	51	52	53	54	55	56	57	58
				PL p	CW SP p a	W C p	PL a	C a		NB	

1976

47	48	49	50	51	52	53	54	55	56	57	58
McCord				W PL p			PL		C NB a a	p SP a	CW SP W p a

Summary Statement

Analyzing Table 3 one can see that the Pine Lake school did better in 1976 using the alternate day-full day program. The Newbold school did better in 1975 using the half-day daily program. Cassian Woodboro school performed better in 1976 using the alternate day-full day program and it had also used the alternate day-full day kindergarten program in 1975. Considering all variables it cannot be concluded that the type of program used was the contributing factor for a successful or unsuccessful program.

CHAPTER IV

Summary and Conclusion

Two groups of kindergarten children attending school for equal amounts of time but under different attendance patterns were compared. One group had a half-day daily school experience, and the other group attended school on an intermittent basis but for a comparable length of time. (Moncada, 1972) The children were given group CAT tests which were selected to evaluate the thinking skills of the young child.

The children in this study were taught by three teachers who had college degrees, certification to teach kindergarten; one teacher had taught school eleven years, the second teacher had taught school seven years, the third teacher was a first year teacher, and she had never taught.

Using the kindergarten teacher opinion surveys it was found that one teacher favored the alternate day-full day program highly. And, the class improved in test performance using the alternate day-full day program in 1976. The number of students below average also increase in 1976.

The second kindergarten teacher did not care for the alternate day-full day program. The test results from her classroom show that the children's performance wasn't

as good as when they were using the half-day daily program. The number of students below average decreased in 1976 using the alternate day-full day program. The teacher is highly structured and uses the Lippencott program at the kindergarten level. For the program to be successful the teacher felt it necessary for daily reinforcement. This required more work and time because parents had to do reinforcing of lessons to their children at home on their days out of school.

It was stated by the third teacher that the programs couldn't be compared. The children in this group performed better than that of the previous year.

Teacher attitude is a very important consideration before a school system adopts a new program. Sometimes it is hard to evaluate a program if it hasn't been used; therefore, it is highly important to stay flexible for teacher, administrator, and student. If anyone feels the program is not working they should be given the opportunity for change. The teacher should be allowed to use the traditional program; and, a student should be given the opportunity to move to a school where a program is more fitted to his social, emotional, and physical well being.

The age at which students started kindergarten didn't have a contributing effect on test results from those attending half-day daily or those attending alternate day-full day programs.

The opinion surveys from principals, parents, and teachers were an important part of this evaluation. They

felt the largest factor for consideration was the maturation level of the child. Is the child able to cope with the bus ride to school, six hours in school with formalized instruction, and the bus ride home? They felt the older child could adapt easier to the alternate day-full day program.

Parents were concerned with the day the child didn't have school. Many children were bored, had no friends to play with on their days off, and if the child became ill on a school day the parents felt their child would loose too much valuable school instruction time. There were 31.8% parents in favor of an all-day everyday program.

There were non significant differences between the two groups in age and test performance scores. However, it has to be concluded that not every child is going to adjust to the alternate day-full day kindergarten program. There has to be careful evaluation of each child and continuous home reinforcement of skills being taught in school.

Teacher instruction, the program used by the teacher, the school's curriculum, and skill development all are important factors that have to be considered before a program is adopted by a school system. Large motor and social skills are easier taught in the alternate day-full day program. The art and language skills are easier taught in a daily reinforced program.

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May 18, 1976

Dear Parent:

The decision has been made that kindergarten, except for Cassian-Woodboro, will be half-day, every-day for the 1976-77 school year.

When parents, school board members, and school personnel were meeting last fall during the change at Newbold and Pine Lake, it was agreed that we should not miss this opportunity to gather information (data) about the full-day, alternate-day kindergarten classes.

As a result, the Rhinelander Public Schools are conducting a study on full-day, alternate-day kindergarten programs.

Parent observations are an important part of this study. Your cooperation is solicited to make this kindergarten study complete and meaningful. We feel kindergarten parents can make valuable observations about their kindergarten child's activities in full-day, alternate-day programs.

Please complete the attached survey form at your earliest convenience and return it to me in the self-addressed stamped envelope. Since you are part of the sample of parents for this study it is very important that we receive your completed questionnaire. Feel free to add additional comments where you deem appropriate.

Thank you for your cooperation.

Sincerely yours,

Joseph A. Obey
Elementary Consultant

m

Kindergarten Questionnaire - Parent

School _____

Please check the items that fit your experience. If none of the items are appropriate, write in your comment.

I. Physical Needs of the Child

A. Rest

Was rest a problem for your child with the all-day alternate-day schedule?

_____my child had no problem.

_____my child needed a longer nap at school.

_____my child felt the nap was too long.

_____my child needed extra rest on the non-school days.

_____day was too long all year.

_____day was too long in the fall.

_____my child fell asleep on the bus.

_____other _____

B. Meals

Did the noon lunch program create any difficulties for your child?

_____yes (please identify problem) _____no

_____

_____

II. Social Needs of the Child

Did your child make friends in the classroom?

_____my child seemed to feel a part of the kindergarten group.

_____my child had a few friends who lived nearby.

_____my child did not seem to make many friends.

III. Emotional Needs

How did your child adjust to the varied school attendance pattern?

_____my child adjusted easily.

_____my child wanted to go to school every day.

_____my child did not want to leave home.

_____my child adjusted better as the year progressed.

_____other _____

IV. Instructional Needs

Did your child experience difficult learning because of the scheduling

_____my child seemed to have no trouble.

_____my child seemed to forget.

_____my child seemed to have difficulty in some kinds of learnings but not others.

_____other _____

Did you experience difficulties with the kindergarten schedule?

_____we had no problem.

_____we had trouble with babysitters.

_____we had difficulty remembering the schedule.

_____we liked the schedule.

_____we didn't like the schedule.

_____other _____

V. Did any other children in your family attend half-day, daily kindergarten sessions in previous years?

_____yes _____no

If answered yes, which program do you prefer?

_____half-day daily _____full-day alternate-day

(Please return at your early convenience in the self-addressed stamped envelope).

May 18, 1976

Dear Kindergarten Teacher:

The decision has been made that kindergarten, except for Cassian-Woodboro, will be half-day, every-day for the 1976-77 school year.

When parents, school board members, and school personnel were meeting last fall during the change at Newbold and Pine Lake it was agreed that we should not miss this opportunity to gather information (data) about the full-day, alternate day kindergarten classes.

Because of this, the Rhinelander Public Schools are conducting a study on full-day, alternate-day kindergarten programs.

We feel kindergarten teachers who have taught full-day, alternate-day kindergarten are in a critical position to provide meaningful observations about full-day,alternate-day kindergarten programs. Your cooperation is solicited to make this study complete and meaningful.

Please complete the attached survey forms at your earliest convenience and return to me in the self-addressed stamped envelope. Feel free to add additional comments where you deem appropriate.

Thank you for your cooperation.

Sincerely yours,

Joseph A. Obey
Elementary Consultant

Kindergarten Questionnaire - Teacher

1. Name _____

2. School _____

3. Position: _____ Half-Time _____ Full-Time _____

4. Number of Yrs. Teaching Experience _____

5. College Training at _____

6. Philosophy of Kindergarten Education to provide:

   _____Socializing experiences - play

   _____Preacademic experiences - reading, math

7. Check the type of basic equipment in your kindergarten:

_____sand table	_____easel	_____tapes & audio-vis
_____workbench	_____pencils	_____games for reading
_____blocks	_____reading workbooks	_____puzzles
_____doll house furn.	_____writing paper	_____games for fun
_____large trucks	_____number workbooks	

8. Number of children in class

   Group 1 _____boys _____girls Group 2 _____boys _____girls

9. Check the type of activities you have:

	Times Per Week		Times Per Week
Sharing Time		Math Readiness	
Music		Social Studies	
Story Hour		Science	
Language Dev.		Rest Period	
Art		Snack	
Rhythms		Lunch	
Reading Readiness			

10. How long are the children in school?

_____Hours per day _____Days per week

11. What are the advantages to this type of schedule?

Number the following items from 1 to 6. Use 1 to indicate the greatest advantage in your opinion.

a. _____Children can work at their own speed.

b. _____Children can participate in more of the total school program.

c. _____Children learn good eating habits.

d. _____Children are better prepared for first grade work habits.

e. _____Children can rest on their free days.

f. _____Children can have more extended work periods.

12. What are the disadvantages to this type of schedule?

Number the following items from 1 to 6. Use 1 to indicate the greatest disadvantage in your opinion.

a. _____Children do not seem to form as cohesive a group.

b. _____Children have difficulty remembering lessons taught on previous school day.

c. _____Children are too tired to benefit from instruction in the afternoons.

d. _____Kindergarten children have difficulty handling the lunch hour.

e. _____It is not possible to cover as much content as in the half-day program.

f. _____Teacher planning time is reduced.

13. Please include other comments that you feel are appropriate.

May 18, 1976

Dear Elementary Principal:

The decision has been made that kindergarten, except for Cassian-Woodboro, will be half-day, every-day for the 1976-77 school year.

When parents, school board members, and school personnel were meeting last fall during the change at Newbold and Pine Lake, it was agreed that we should not miss this opportunity to gather information (data) about the full-day, alternate-day kindergarten classes.

Due to this, the Rhinelander Public Schools are conducting a study on full-day, alternate-day kindergarten programs.

We feel your observations as Elementary Principal of a school where full-day, alternate-day kindergarten was used are an important part of this study. You have the opportunity to observe student participation in this program as well as teacher and parent reactions to this type of kindergarten scheduling.

Please complete the attached survey form at your earliest convenience and return it to me in the self-addressed stamped envelope. Feel free to add additional comments where you deem appropriate.

Thank you for your cooperation.

Sincerely yours,

Joseph A. Obey
Elementary Consultant

m

KINDERGARTEN QUESTIONNAIRE – ELEMENTARY PRINCIPAL

Name_____ School _____

1. What were the major reasons for adopting a full-day, alternate-day kindergarten program for 1975-76 in your school district?

2. What do you feel were the major advantages of this type of program for the 1975-76 school year?

3. What do you feel were the major disadvantages with this type of program for the 1975-76 school year?

4. What type of parent reaction have you observed relative to the full-day, alternate-day kindergarten program?

5. What type of kindergarten teacher reaction have you observed relative to the alternate-day kindergarten program?

6. What type of financial savings have resulted from operating a full-day, alternate-day kindergarten program?

7. What type of evaluation of this program have you done in your district, or plan to do at the end of the school year?

8. Other appropriate comments: _____

_____

_____

The Milwaukee Special Kindergarten All-Day Program is given as an example of a daily plan:

TIME SCHEDULE AND ACTIVITY

8:30 to 9:00 a.m.
Planning Period
Teacher and teacher aide planning
Preparation of materials.

9:00 to 10:45 a.m.
Arrival; 4 oz. milk snack. Indoor-outdoor
Independent work and play activities
Discussion of experiences.
Planning with children for day's activities.
Guidance in blockbuilding, painting, cutting--and pasting, dramatic play, sand, clay, wood, and daily clean-up.

10:45 to 11:15 a.m.
Language Appreciation and Creative Expressions
Stories, poetry, creative dramatics.
Songs, games, rhythms.
Self-enhancement through participation.

11:15 to 1:10 p.m.
Lunch Preparation
Lunch
Rest
Washing hands.
Involvement of children in lunch preparation and--clean-up activities.

1:10 to 2:45 p.m.
Concept Development Through Individual and--
Small Group Activities
Outdoor Activities
Problem solving through table games, manipulative--material, science experiments, number work.
Stimulation of curiosity--nature observations--neighborhood walks, explorations.

2:45 to 3:10 p.m.
Snack: orange juice
Quiet Activities
Dismissal
Variety of audio-visual materials; music appreciation--story records.
Evaluation of the day.

Teacher off duty Noon to 1 p.m.
Teacher Aide off duty 1 to 2 p.m.

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